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ABSTRACT

The social studies component of a secondary level interdisciplinary project, Personalized Reading Interdisciplinary Development for Everyone (PRIDE), is described. Intended for use as an individualized approach for the slow learner, PRIDE encourages students with reading difficulties to tutor two mornings a week in elementary classrooms and attend smaller high school classes the other three days. Field trips, grading procedures, career education, parent involvement, and inservice teacher training are discussed. Topics in the social studies program focus on teaching the poor reader social studies, map skills, and human relations. Three advantages of Project PRIDE are noted. First, team teaching allows for greater communication with the students. Second, the program's flexible schedule allows all PRIDE students to be assembled for a field trip, movie, or other activity. Third, resource help and volunteer tutors provide a better teacher-student ratio. The bulk of the report consists of forms and sample letters used in the PRIDE program, outlines of teacher workshops, suggested units and themes, audiovisual materials, and copies of program pretests. A bibliography of books, periodicals, articles in anthologies, and dissertations is included. (Author/DB)

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# PRIDE
# IN THE SOCIAL STUDIES

Report of
A Program Funded Through
ESAA, The Emergency Secondary Aid Act
(P.L. 92-318)

presented to
Southeast Regional: National Council for the Social Studies
New Orleans, Louisiana

April 8, 1976

James F. Adomanis, Editor, Maryland Council for the Social Studies
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Annapolis Senior High School

SP009644

Public Schools of Anne Arundel County
Annapolis, Maryland

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And especially the PRIDE students. Without them there would be no PRIDE!

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## PREFACE

The PRIDE program of Annapolis Senior High School is a multi-faceted educational endeavor in which many people are involved. There are administrators, such as the high school principal, the assistant principal and ESAA resource teacher, and the classroom teachers, whether they be English, Reading, or Social Studies. There are other staff personnel, instructional aides, and seemingly endless staff meetings.

The key to the PRIDE program is the students, who are sometimes very interested in learning, and sometimes not so interested. Unfortunately, Many social studies classroom teachers today tend to "teach history to students, rather than teach students history." Consequently, they approach their classes with little insight into students' learning difficulties, frequently turn students off, and eventually force some of them out of education altogether. The major form of classroom instruction in PRIDE is individualization, that is, a program based on student self-interest, self-motivation, and self-development. To achieve these objectives, the students work in close unison with their teachers, in English, in Reading, and in Social Studies. They also work closely with their coordinators, their human relations counselors, and their classmates.

Learning to read can be a painful task for a high school student, especially when one has had a long record of past failure, disinterested parents, non-commital teachers, and lackadaisical friends. The poor reader is confronted with a multitude of distractions, constant peer pressures, and usually possesses a poor self-image. One major goal for the PRIDE classroom teacher is to bring about a purpose to reading, to life and career possibilities, and student's self-awareness.

Besides the traditional classroom, there are several other learning activities that are utilized in order to assist the student in overcoming his poor educational background. One of these is the Human Relations Workshop, which gives added growth and fullness to the total PRIDE picture. Students participate in a wide range of value-oriented activities, from group dialogue, to individual self-examination of values and feelings. Students work in groups, with their peers, and with specially trained volunteer adults.

Culturally enriching field trips also enhance learning, give increased meaning to classroom material, while allowing students time to rap with their peers and their teachers. New friends are often found, new challenges introduced, new activities planned, while old fears are sometimes overcome.

Hopefully, the PRIDE program has given our students a sense of self-respect, self-confidence, partnership with human beings, while allowing those students less fortunate to help the next generation with their problems.

James F. Adomanis
Linda Siddon
Annapolis, Maryland
1976

I. HISTORICAL BACKGROUND

Project PRIDE originated in November, 1974, as an outgrowth of the Alpha Project. In October, 1974, ten high school students were chosen to be in a pilot group for the Alpha Project.

A representative of New Dimensions, Inc., introduced these students to the Alpha-Time and Alpha One Reading Programs designed for kindergarten and first grade. Following five training sessions, these Alpha tutors were assigned to work in one of two local elementary schools. The tutors spent two mornings a week in the elementary school, an hour and a half each morning. Transportation was provided by Community Action, Inc., in Annapolis. The students were given credit for the time missed in academic classes at the high school.

At the elementary school, the high school tutors worked under the direct supervision of the classroom teacher. They worked with individuals and with small groups to reinforce the Alpha lesson taught by the classroom teacher.

The elementary school teachers and principals were pleased with the results they found. The elementary students were receiving more individual attention. They related well with the high school aides.

The goal of the Alpha Project was to involve high school students who were having difficulty with reading skills in a tutoring situation in the primary grades on the premise that if the high school student was helping a first grader to read, the high school student would improve his own skills.

The high school students also benefited a great deal from the tutoring situation. They had more confidence in themselves. They developed a feeling of worth. For a change, they were helping someone else.

One problem developed from the Alpha Project. The students were being pulled from different academic classes for tutoring. Although most teachers had agreed to give credit for classtime missed, students were still missing skills and assignments. As a result of this problem, the idea for PRIDE was born!

Project PRIDE - Personalized Reading Interdisciplinary Development for Everyone is an outgrowth of the Alpha Project and ESAA Federal Program. The starting date for PRIDE was second semester, February, 1975. It is an individualized approach geared to the slow learner who is not a behavioral problem in school, but a "vegetator." PRIDE is taught by an interdisciplinary team teaching English, reading and American history. The main goal of PRIDE is to help students with reading skills to make them more successful in the other classes and to better prepare them for their life after high school.

By blocking the PRIDE students into a three period time schedule with three teachers, the problem of "missing" class was solved. The PRIDE teachers plan around the tutoring sessions. The student attends classes three mornings a week and tutors in the elementary school the other two mornings. An additional benefit is class size. Since half the PRIDE population are tutoring, only half are in class -- leaving class sizes of ten to fifteen students. This allows for much greater individual help from PRIDE teachers.

The PRIDE students were selected from the ESAA population -- students reading three or more grades below grade level. The students were hand-picked by counselors, teachers, administrators and reading specialists. Although behavior problems were screened out, some PRIDE students have been attendance problems or have had motivational problems.

The PRIDE staff is made up of the following: one reading teacher, an English instructor, one social studies teacher, one teacher aide, a reading resource teacher and a human relations counselor. All but the social studies teacher are funded by ESAA (Emergency School Aid Act). An assistant principal is assigned to work with this staff.

There have been many advantages with Project PRIDE. First, team teaching is emphasized. Three teachers working with the same students allows for greater communication about the students. This helps to get on top of behavior and learning problems more quickly. Time is allowed for greater planning for these slow students. Second, there is a more flexible schedule to work with. On a given day, the entire group can be brought together for a field trip, movie, guest speaker, etc., without disrupting other classes. A third advantage involves the resource help. A teacher aide is assigned to work directly with the program. By concentrating reading problems in such a group, it is easier for the reading resource teacher and human relations counselor to work with students and teachers. Volunteer tutors are also used in the program.

It is felt that the fact that only about half of the total of students involved in the program are in class at the same time is advantageous. Half of the students tutor on Monday and Tuesday while the other half tutor on Wednesday and Thursday. Fridays are used for dialogue groups and workshops.

An average class size is reduced to approximately ten to fifteen students. This gives opportunity to students to receive far more individualized instruction and allows personal relationships to develop between teachers and classmates. We have found that these small groups respond more openly and in general tend to display far more interest and cooperation in the small classes. As a result, there has been a tremendous increase in effort on the part of most of our students.

After working with PRIDE for five weeks last spring, students were asked to evaluate the program. The evaluations, for the most part, were very positive! The students liked the program. They liked the individual help they were given. They enjoyed working with the "little ones". The students were asking why PRIDE couldn't be an all day program.

## II. OBJECTIVES

### A. Reading

1. Demonstrate growth in concept formation, vocabulary development and receptive and expressive language.
2. Demonstrate the ability to apply word recognition skills independently as compiled by teacher-made tests in various content areas.
3. Demonstrate literal meaning on teacher-made tests in various content areas.
4. Utilize data in purposeful situations as sampled by teacher-student planned activities.
5. Use reading skills as a means of obtaining personal enjoyment and develop appreciation as sampled by teacher observation.

### B. Writing

1. Use the writing process to communicate personal feelings and ideas, observing accepted conventions of writing.
2. Use the writing process to respond to demands and obligations of society, observing accepted conventions of writing.

### C. Human Relations

1. Development of awareness in self and of others.
2. Development of the affective domain of the tutoring program.
3. Exploration and development of a deeper understanding of the decision-making process and how it can be applied to both classroom and career decision.

### D. Social Studies

The social studies courses in the PRIDE program are designed to complement the Anne Arundel County Goals and Objectives for Reading. The four county goals are:
the student should:

1. Develop individual decoding systems which can be utilized independently.
2. Develop skills necessary to attain the level of comprehension suitable to task and type of material.
3. Develop the ability to select and utilize materials for meeting cultural and practical purposes.
4. Derive satisfaction from reading through the development of interest, desire, and habit.

Within each goal according to student's abilities and needs, it is hoped that the classroom teacher works through all four levels of development as outlined by the county. The teacher first needs to identify the student's present strengths and weaknesses, and then proceed to improve upon the student's background and foundation. There are several general objectives that all social studies courses are built upon. They involve vocabulary development, the utilization of reference skills, map and graph interpretation, and making inferences and developing the main ideas. The objectives are:

1. The student should demonstrate growth in concept formation, vocabulary development, and the ability to apply word recognition skills independently.

2. The student should demonstrate critical and creative thinking by oral interaction with teachers and peers.

3. The student should demonstrate literal meaning on teacher-made assignments.

4. The student should establish purposes and apply skills for locating specific information sampled by teacher-student planned activities.

5. The student should select and evaluate print and non-print materials according to purposes and validity as sampled by teacher-student planned activities.

## III. ACTIVITIES

### A. Course of Studies

Project PRIDE for the academic year 1975-76 encompassed a full year course of studies, including the areas of English, reading, and social studies for approximately ninety students. Although Reading Skills forms the core of the curriculum, it is felt that an extensive cooperative program of studies is necessary to properly implement the tutoring aspect of the program.

For the first semester of the school year 1975-76, there were two sections of PRIDE students. Group I included forty eleventh graders who were new to the program, while Group II included fifty "old" hands, that is, eleventh and twelfth graders returning from last year's PRIDE Program. At the end of the first semester, we decided that it was too confusing to run two programs. Also, the students in the afternoon program were not working with academic subjects in the classroom as much as the morning students were. Second semester, we dropped the afternoon PRIDE. Sixty-seven students remain in the morning session.

At the culmination of Project PRIDE, some of our students with potential for post secondary school will be encouraged to enroll in upper academic courses in their senior year. Other students, who probably were potential dropouts, will secure their high school diploma and be able to cope with the job market.

The following are the course descriptions for PRIDE:

Reading Skills I and II are the heart of the PRIDE Program. Students are exposed to all forms of language skills development with special emphasis on vocabulary, spelling, word recognition, reading rate, and comprehension. Various skills in the audio-visual domain are also introduced.

Social Studies is a full year course called "Survey of the American Past," which is a thematic topical approach which examines the themes of politics, foreign policy, American values, the economy, urbanization, and pluralism in American life. Rather than content, reading skills development as outlined in the Reading Skills Program is emphasized. Field trips and the themes of the Bicentennial are used to reinforce the ideals of the American past. The local community and the state of Maryland are emphasized and examined in historical perspective.

English for PRIDE consists of one semester of "American Literature," a course which utilizes the skills emphasized in the Reading Program, and one semester course in "English Patterns," a basic composition course emphasizing writing skills techniques. These courses enable a student to fulfill some of his English credits for graduation.

B. Tutoring

PRIDE students spend three days at Annapolis Senior High in academic classes and two days a week at the elementary school working as student aides. The high school students are assigned to a neighborhood school whenever possible so that they can walk to or ride the elementary school buses, thus eliminating some transportation costs.

PRIDE students receive various forms of pretraining and on-the-job inservice training. Pretraining includes:

1. attitude development
2. basic reading techniques
3. handwriting skills
4. games workshop
5. observation of elementary school classes

PRIDE students are assigned in grades K to 6. Each student works with one elementary teacher under the supervision of the elementary school reading resource teacher. As these students are likely to have short attention spans, it is recommended that their daily activities are varied. The PRIDE student has direct involvement with the younger children. Some of their aide activities might include:

1. reading to a small group
2. listening to a child read
3. supervising games
4. working with flash cards
5. taking individuals to the library
6. assisting with worksheets
7. showing filmstrips
8. working with spelling words

It should be emphasized that all the activities are reinforcement in nature and not initial instruction. The PRIDE students work under the direct supervision of the classroom teacher. Ample time is allowed for the students to go over written lesson plans and to evaluate tutor-student teaching-learning situations. Student observations can be a valuable tool for the classroom teacher.

The teacher aide assigned to PRIDE goes to the elementary school to check on student attendance. She observes the student aides at work and talks to the cooperating teachers for the purpose of on-going evaluation of the student aides and the tutoring program.

The human relation counselor works with the tutors once a month to continue the development of self-awareness and positive self-image. The counselor also helps them to deal with any problems arising from the tutoring or classroom situation.

C. In-Service for Teachers

PRIDE is emphasizing a team approach to teaching. To help to create a team atmosphere some specific services are provided for participating teachers.

Secondary Teachers:

1. PRIDE teachers are encouraged to meet after school two to three times a week to coordinate curriculum and discuss problems. (This semester we were able to give all PRIDE teachers the same planning periods.)

2. During the school year, substitute time is provided to allow PRIDE teachers to meet as a team one day each semester for the purpose of planning and evaluating.

3. The reading resource teacher is available to help PRIDE teachers to teach the reading process in their classes.

4. The human relations counselor meets with all PRIDE teachers once a week to discuss her work with the students and to help teachers in their relationships with students and fellow team members.

5. PRIDE teachers are encouraged to attend workshops and conventions.

Elementary Teachers:

1. Before students are assigned to the elementary school, the human relations counselor and the high school reading resource teacher meet with the elementary teachers to discuss how they will use the student aides, plan for and evaluate the students.

2. The human relations counselor, high school reading resource teacher, and elementary reading resource teacher work together in each elementary school to assist the participating teacher in working with the PRIDE student.

3. The high school PRIDE teachers occasionally observe and consult with participating cooperating teachers.

D. Human Relations

An important part of PRIDE has been the involvement of the ESAA human relations counselor. She works in the following ways:

With Staff

PRIDE teachers are involved in human relations workshops prior to the opening of school. Such workshops are designed to develop the awareness, skills, and understandings that are needed to work with PRIDE students. Teachers directly involved in the Project gave a presentation at the beginning of the 1975-76 school year to enhance faculty awareness of the objectives. (These activities were planned this year but due to lack of funding they were not implemented.)

With Students

1. The Orientation Workshop was held for students (a) to explain the objectives of the program, (b) to train them in specific areas of elementary school instructions and human relations, and (c) to determine individual and group goals. The goals of this workshop are to develop awareness in self and of others and to develop the affective domain of the tutoring program. The counselor meets with 20-25 students using role playing, small group discussion and the movie "Eye of the Storm."

2. Follow-up Workshops are held once or twice each month to continue to build self-concepts and to explore and develop a deeper understanding of the decision-making process and how it can be applied to both classroom and career decisions.

3. On-Going Counseling is available each week for students to sign up for appointments or for teachers to make referrals. The counselor has dealt with various types of problems -- personal, teacher-student relationships, tutoring problems, self-concept, etc.

4. Follow-up with PRIDE Teachers -- each counseling session is followed by a team meeting of H.R. counselor, reading resource teacher and PRIDE team. The counselor shares with the others what she has discovered from her counseling sessions. She can then make suggestions for dealing with the students in the classroom.

5. On-the-Job Observation is possible because there is an H.R. counselor in each of the elementary schools in which PRIDE tutors are working. The counselor can observe the students in the tutoring situation.

E. Career Education

It is important for all students to be aware of job opportunities open to them and to be realistic about their job potential. PRIDE incorporates career education into all areas of the curriculum by means of field trips, special speakers, workshops, and the use of job awareness materials.

F. Parent Involvement

We planned to have at least three evening meetings during the school year where parents are invited to discuss aims, progress, and problems of the program. Attendance at these meetings has been poor. Parents are invited and also encouraged to attend any of the field trips that the students are involved in.

G. Grading Procedure

1. The PRIDE Program uses the regular grading policy of the school. Grades are based primarily on effort rather than on content.

2. Students are not given credit for tutoring, however, they receive a "S" (Satisfactory) or an "U" (Unsatisfactory) on their card in order that their experience in tutoring becomes a part of their permanent record. The "S" or "U" is given by the participating elementary teacher.

3. Progress Reports are sent home as needed when a student falls below the work expected of him.

H. Field Trips

Based on past experience with the PRIDE group, it was tnought necessary to complement the educational experiences of the students with a specified program of culturally enriching field trips. One or two days per month have been set aside for field trips of an education, cultural, and/or career oriented nature.

Some of the possibilities include:

1. Smithsonian Museum of History & Technology
2. The Corcoran Art Gallery
3. A play and/or symphony at the Kennedy Center
4. A visit to the automated facilities of Coca-Cola or Carling Black Label
5. McDonalds Training Center
6. Giant Foods Warehouse
7. Jessup Detention Facilities
8. Local police station
9. Session of the General Assembly
10. Crownsville State Hospital

Parents are asked to participate. In addition, activities surrounding the celebration of the American Bicentennial will be emphasized. Local and neighborhood activities will also be tapped as several sources of experience.

IV. EVALUATION

PRIDE students were selected because of their inadequacies in the basic reading skills, such as comprehension, vocabulary, word recognition as well as other crucial language arts deficiencies. PRIDE students were found to be at least three grade levels below their peers on standardized reading skills tests. In many ways, PRIDE students are the end product of the system — the system of social passing. These students are good natured and non-behavior problem students who have been caught in a web of educational mass production.

Many of their problems stem from over-crowded classes, teacher and parental indifference as well as medical, social-economic, and psychological problems. These students probably began their education lacking certain skills which placed them behind their fellow classmates from the outset. The purpose of PRIDE is to improve the student's educational experiences in many; however, the two-fold purpose includes improving their self-image as well as their reading ability. The students are given standardized pre and post tests in the areas of reading, spelling, vocabulary and social studies as well as an attitudinal survey concerning school, self, peers, reading and content.

Some of the standardized tests used include the Nelson Reading Test, the Botel Word Opposites, and the Morrison McCall Spelling Test. The usual statistical instruments are used to give significance and reliability cores for the Cognitive Domain. However, the Affective Domain is of the utmost importance and is measured through student, teacher, cooperating teacher, and administrator evaluation. Absenteeism tardiness, personal attitudes, and other non-educational records are perused and analyzed to compare present and past records.

According to the Nelson Reading Tests, PRIDE students attendance records indicated that they cut fewer classes while in the PRIDE Program. Teacher observation showed that the PRIDE students had greater confidence in themselves after a semester in the Program. The following are what two students have written about their PRIDE experiences:

*"Tutoring to me is one of the most exciting experiences I have ever had since I've been in school. All of the kids I help with are all nice, but sometimes they are not so nice. I work with two nice teachers. They both enjoy working with me and I enjoy working with them. Tutoring makes me feel like I am somebody. I am very pleased to be in the program."*

*"Tutoring makes me feel more alive and it makes me feel free.. When the teacher explains some of the children's problems to me, I wonder what my teachers say about my problems and what they really think about me.*

*I really like the little children and we get along fine, but I have one problem. A lot of the children live in my neighborhood and they expect me to let them get away with a lot of things and they expect me to let them play a lot. I guess they like me. When the teacher asks them if they want to read to me, a lot of them come around me, and they don't want to wait their turn. We don't have enough time, so everyone doesn't always get a chance to read.*

*When I come in the classroom, everybody turns around and calls my name and then the teacher says hello, and this makes me feel wanted!"*

IN SUMMARY

The PRIDE Project is a comprehensive reading program that possesses many hidden features which cannot be explained in this brochure. Therefore, the members of the PRIDE team have developed two ways of coping with this situation. First, we cordially invite educators to see the PRIDE Project in action. Please allow three weeks to set up the visitation. There are no visitations on Fridays. Second, Linda Siddon and James Adomanis are traveling consultants and have developed half and full day workshops to assist administrators, resource teachers, and classroom teachers in working with the poor reader. Some of the topics include:

1. History, organization, and overview of PRIDE
2. Setting up a reading program for the retarded reader
3. The poor reader and the social studies
4. Human relations and the poor reader
5. Map skills and the poor reader
6. Functional reading
7. Other topics developed according to your individual needs

If you have any further inquiries, please feel free to contact:

*Mr. James Adomanis*
*Ms. Linda Siddon*
*Annapolis Senior High School*
*Smith and Chase Avenues*
*Annapolis, Maryland 21401*
*Telephone: 301-263-6534*

APPENDIX A

Forms Used in the PRIDE Program


Figure 1. Application Form
Figure 2. Teacher Referral
Figure 3. Elementary School Teacher Preference Form
Figure 4. PRIDE Student Preference Form for Tutoring
Figure 5. Student Contract
Figure 6. PRIDE Tutor Evaluation Form
Figure 7. PRIDE Year-End Evaluation Form - Teacher
Figure 8. PRIDE Year-End Evaluation Form - Student
Figure 9. Point System Record Sheet
Figure 10. Point System Explanation


Sample Letters Used in the PRIDE Program


Figure 11. Acceptance Letter to Student
Figure 12. Sample of High School Rules
Figure 13. Sample Copy of Guidelines for Student Tutoring
Figure 14. Sample Letter to Teachers
Figure 15. Sample Acceptance Letter to Parents
Figure 16. Permission Slip for Field Trips
Figure 17. Sample Interim Letter to Parents
Figure 18. Progress Report


Workshops


Figure 19. Outline of Career Education Workshop
Figure 20. Outline of Human Relations Workshop
Figure 21. Sample Activity from Human Relations Workshop
Figure 22. Sample Activity from Human Relations Workshop

Figure 1: Application for PRIDE Program

Name _____ Date _____

Grade _____ Age _____ Male/Female _____

Parent's Name _____ Telephone Number _____

Address _____

_____

Present English Teacher _____

Do you live within walking distance of any elementary school? _____
Which one(s)?

What elementary school do the children in your neighborhood attend?

_____

List the courses you have taken this year:

| | 1st Semester | 2nd Semester |
|---|---|---|
| English | | |
| History | | |
| Math | | |
| Science | | |
| Business Education | | |

List all the courses you have signed up for next year:

Why do you want to be in Project Pride? (Write a couple of sentences)

Figure 2: Teacher Referral

To: All English Teachers

From:

Re: PRIDE 1976-77

We are beginning the selection for the PRIDE Program for next year and would ask that you would make referrals for us. Please consider the following referring a student to PRIDE:

1. present 10th grader
2. 2 or more years below grade level in Reading
3. not a discipline problem or a severe attendance problem
4. would have good rapport with elementary students in tutoring situation (all PRIDE students will be required to tutor next year)

Please return this form to me by Friday. (It may be a student you had last semester.)

Teacher's Name _____

Student's Name _____

Comments:

Figure 3: Elementary School Teacher Preference Form

Teacher Preference Form

School _____ ____

| Teacher | Level | Preferences | AM Only (check one or both) | |
|---|---|---|---|---|
| | | | Mon-Tues | Wed-Thurs. |

Figure 4: PRIDE Student Preference Form for Tutoring

Student Preference Form

Name

School you are tutoring in presently (if new to program, list school you would like to work in:

Present Teacher Grade

Do you want to remain in the same class next semester?

If not, answer the following: (New students, answer these questions)

I would like to work in the

| | | |
|---|---|---|
| _____ Kindergarten | _____ Grades 1-3 | _____ Grades 4-6 |
| _____ Music | _____ Music | _____ Gym |

I would like to change schools _____ Yes _____ No

Figure 5: Student Contract

STUDENT CONTRACT FOR PRIDE PROGRAM

STUDENT'S NAME:

GRADE:

ADDRESS:

TELEPHONE NUMBER:

I understand the purposes and the procedures of the PRIDE Program and that I will be representing Annapolis Senior High School when I am tutoring in the _____ Elementary School.

Moreover, I understand these agreed upon stipulations:

1. Attendance and normal participation in classes on the days and/or periods when I am not tutoring in an elementary school are required.

2. My complete cooperation with the rules of the schools to which I am assigned.

3. I am responsible for the notification of both the high school and the elementary school teachers if I am unable to be present as scheduled, during this program period. (Elementary school telephone number _____).

CLASS ASSIGNED TO: TEACHER:

_____ _____
Signature of Student Date

_____ _____
Signature of High School Representative Date

_____ _____
Signature of Elementary School Representative Date

Please complete in triplicate:

1. Student Copy
2. High School Copy
3. Elementary School Copy

Figure 6: PRIDE Tutor Evaluation Form (to be completed by elementary teacher)

PRIDE Tutor Evaluation

Student's Name _____ Date _____

Elementary School _____

To be filled out by elementary school teacher:

Teacher _____ Grade _____

| Please check the appropriate box below | | Excellent | Good | Fair | Poor |
|---|---|---|---|---|---|
| 1. Student's attendance. | 1. | | | | |
| 2. Student's ability to follow directions given by teacher. | 2. | | | | |
| 3. Student's initiative in helping in the classroom. | 3. | | | | |
| 4. Student's attitude toward a. self | 4a. | | | | |
| b. elementary pupils | b. | | | | |
| c. teacher | c. | | | | |
| d. tutoring situation | d. | | | | |
| 5. Student's reaction to criticism | 5. | | | | |
| 6. Student's ability to work with this age group. | 6. | | | | |

_____ recommend change to _____ higher grade

_____ lower grade

7. Student's overall performance Satisfactory _____; Unsatisfactory _____.

Additional Comments:

Has the liason between you and the total PRIDE program been satisfactory?

Yes _____; No _____; Comments

---

To be filled out by high school staff:

Figure 7: PRIDE Year-End Evaluation (to be completed by elementary school teachers and principal)

Date _____

SCHOOL _____

PRIDE Year-End Evaluation
Elementary School

How has the tutoring program benefitted

1. Your students

2. Your teachers

Have you encountered any problems with the program or the high school students?

What changes or additions would you make in the program for next year?

Additional Comments:

How many student aides can you use next year.

all day _____
A.M. only _____

_____
Principal's Signature

Figure 8: PRIDE Year-end Evaluation
(to be completed by PRIDE student)

Project PRIDE Evaluation

DO NOT PUT YOUR NAME ON THIS PAPER.

1. What do you like best about this program?

2. What do you not like about this program?

3. If you could make changes in this program, what would you change?

4. Do you think we should have Project PRIDE next year?

5. If we have Project PRIDE, would you like to be in it?

Figure 9: Point System Record Sheet

Teacher:

Week of: Subject: Program: PRIDE

| STUDENTS | MONDAY | | | | | TUESDAY | | | | | WEDNESDAY | | | | | THURSDAY | | | | | FRIDAY | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Prep | On Time | Beh | Work | Neat | Prep | On Time | Beh | Work | Neat | Prep | On Time | Beh | Work | Neat | Prep | On Time | Beh | Work | Neat | Prep | On Time | Beh | Work | Neat |
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Figure 10: Explanation of Point System

POINT SYSTEM

HOW CAN I EARN POINTS EACH DAY?

1 point — Preparation

bringing paper and pencil to class

1 point — On Time

in the room and sitting down when the bell rings

1 point — Behavior

no eating in class

not bothering other students

being quiet and cooperative

1 point — Work habits

working on your assignment(s) through the whole class period

1 point — Neatness

proper heading on your paper

putting materials away neatly and in their proper places

Total - 5 possible points each day

HOW CAN I EARN BONUS POINTS?

If you earn all five points in a day, you can earn one bonus point!

WHAT CAN I GET WITH MY POINTS?

Prizes will be given each month to those students who earn the most points in that month.

Check your monthly newsletter for the prizes you can earn that month!

Figure 11: Acceptance Letter to Student

Greetings,

We congratulate you for having been selected as a member of Project PRIDE (Personalized Reading Interdisciplinary Development for Everyone.)

We wish to provide you with some information that we hope will help you in making your transition from the first to the second semester smoother. The information is as follows:

(information here would differ according to the school and the situation.)

We are extremely proud of you who have become a part of PRIDE. We sincerely hope that you will feel free to come to us regarding any problem or uncertainty that you might have about the program.

We feel confident that you will cause this program to be a smashing success for everyone.

We look forward to working with you and helping you.

Sincerely,

Figure 12: Sample of High School Rules (given to PRIDE students)

INFORMATION FOR PRIDE TUTOR

Transportation:

- students will ride the Lincoln Center bus. Pick up the bus in front of Maryland Hall at 7:50. This bus will let you off at and pick you up again about 10:30.

All other schools - students will ride a regular school bus. This bus will pick you up between Maryland Hall and Severn Hall at 7:50. Noon pickups will be as follows:
- 10:30
- 10:35
- 10:40

returning you to Annapolis by 10:50

Walkers:

If you walk to elementary school, you must be in your classroom by 8:00. Sign in and report immediately to your teacher.

Late-to-School:

If you are late to school and miss the tutoring bus, you must report to in room 16 for a pass to class. If you are late without excuse more than three times, you run the risk of being dropped from the program.

Illness:

If you are ill and will not be tutoring on a given day, it is your responsibility to call the elementary school and leave a message for your teacher that you will not be in on that day.

School Rules:

Please listen carefully to your principal and teacher next tutoring session. There are certain elementary school rules that you need to go by in your work as student aides. Most elementary schools do not let their students chew gum or wear hats. Remember, you are in an adult position as an aide, and you are setting examples.

Figure 13: Sample Copy of Guidelines for Student Tutoring (given by the elementary school)

ELEMENTARY SCHOOL
GUIDELINES FOR STUDENT TUTORS

Each and everyone of you has a unique opportunity to help the young boys and girls here at Elementary School. As tutors you will be in an authority role as a teacher role. What you do and say at all times will be very important.

Below are listed some items you should be aware of concerning our school and its policies.

1. All tutors should be prompt. If for some reason you will be late or absent be sure to call the school as early as possible.

2. Room 17 (Reading Room) will be your "base of operations." Always go there first.

3. If you would like to eat lunch here, inform first thing in the morning. If you are working in the afternoon session, let them know the day before. The lunch count must be given to the cafeteria.

4. Gum chewing will not be allowed since this is a school policy for our youngsters.

5. Smoking is not allowed.

6. Teachers' room is off limits to tutors.

7. Your teachers will be completing and sending to your school an evaluation of your performances as the year progresses.

8. If you are uncertain of any policy or procedure be sure to ask. It is always more difficult to correct a mistake than to take a few minutes to avoid it.

9. You are dealing with the most important possession of parents - their children. Be aware of this at all times and use good judgment in what you say.

10. What transpires between you and the youngsters is confidential nature. Do not discuss their problems.

I look forward to having all of you join us here at in our efforts to help educate our youngsters.

Principal

Figure 14: Sample Letter to Teachers

Dear Fellow Educators:

The following students have been selected to participate in Project PRIDE. This is an individualized interdisciplinary developmental reading skills program designed specifically for students who read at least three grade levels below their present grade. Ninty students were hand picked for this endeavor. We would like you to be aware of these students, encourage them in any way, and inform us if they are not performing up to their ability in your classroom.

The students are:

Figure 15: Sample Acceptance Letter to Parents

Dear _____,

Your child has been selected to participate in Project PRIDE (Personalized Reading Interdisciplinary Development for Everyone.) This new program, which combines the study of American history, English, and reading will attempt to improve your child's reading comprehension, rate, and basic skills.

All of the students selected for PRIDE will be given a special individualized program. Approximately half of the 90 students will be trained by a specialist in order for them to be able to tutor kindergarten and first grade students at five Annapolis elementary schools. These tutors will spend two mornings a week at the elementary schools. Because PRIDE is a team teaching situation, the students involved in the tutoring will not be penalized in any way for missing their morning classes.

We cordially invite you to attend a meeting for all parents to be held on Monday, January 20, 1975, at 7:30 p.m., in the Maryland Hall Auditorium. We look forward to meeting you and to further explain our project.

Please fill out the attached forms and return them to the address listed below. If you have any questions, please feel free to contact .

Sincerely,

Figure 16: Permission Slip for Field Trips (to be signed by parents of PRIDE Students)

Dear Parent:

The PRIDE and V.I.P Programs are planning several field trips this semester. Some trips we will walk to and on other trips students will be transported in teachers' cars. We will send you notification of a field trip, but we would like to have one permission slip to cover all field trips. Please sign and return the permission slip by Tuesday, February 10th. We would also appreciate knowing if you could help us with transportation.

We will be sending home bimonthly progress reports for your child. Please ask to see it. If you have any questions about the program or would like to meet with teachers, feel free to call during school hours.

The topic for the February PTSO meeting is Reading. We will be presenting our Reading programs at that time. Please try to attend that meeting on February 24th at 7:30 p.m. in the Maryland Hall auditorium.

Sincerely,

Reading Resource Teacher

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

I give my permission for _____ to attend the PRIDE and V.I.P. field trips during the Second Semester, 1976. I understand that he/she will be transported in teachers' cars.

_____
Parent's signature

_____ I would be willing to help with transportation on these field trips. My telephone number is _____.

Figure 17: Sample Interim Letter to Parents

Dear

The members of the PRIDE team are pleased to tell you of the progress of in the Pride program. After six weeks of several delays, false starts, and unexpected changes. Pride is in full swing. We have seen many positive achievements in the student's classwork, attitude, and behavior and we are very encouraged by these signs.

Sixty of our seventy-two students are tutoring in seven elementary schools. Reports from the elementary schools on the tutors are positive. The students are not only helping the students that they are tutoring with their classwork, but they are also helping them to improve their individual behavior. They have also been helping substitute teachers and have been assuming responsibilities voluntarily. The schools still need more tutors and we would like you to help us to encourage the students who have chosen not to tutor, to consider tutoring.

We teachers of PRIDE have coordinated our efforts into one program, and we are pleased with the students classwork which has shown marked improvement in the last few weeks.

On the attached sheet, you will find comments from each of us about your child's progress. If you have any questions, or would like to talk with any or all of us about your child, please feel free to do so. You may contact Miss Linda Trask at 263-6534 to set up an appointment.

Sincerely yours,

Figure 18: PRIDE Progress Report sent to parents as needed by the PRIDE team of teachers

PROGRESS REPORT

NAME
WEEKS OF _____

PROGRAM V.I.P. _____
PRIDE _____

| | HISTORY | READING | Composition PRI Business Ed. V |
|---|---|---|---|
| (Cumulative for Term) | | | |
| Absences: legal / illegal | | | |
| Days Tardy / total minutes | | | |
| Behavior | | | |
| Prepared for Class | | | |
| On time for Class | | | |
| Behavior in Class | | | |
| Working to ability | | | |
| Neatness and Organization | | | |
| Quality of Work | | | |

S = Satisfactory
X = Needs Improvement
U = Unsatisfactory

If you have any questions, please call 268-8180.

Figure 19: Outline of Career Education Workshop

Career Identification Program Design Outline

2 Leaders from Baltimore New Directions for Women
Sandra Caplan; Marina Horst

2-4 from Annapolis Board of Education Staff
(or Annapolis Senior High School)

Objectives:

1. Assessment of skills and interests leading to broader options based on reality of potentials.

2. Awareness of Creative job search techniques.

Format: Informal discussion and small group exercises

1st day:
a. Fantasy Day; Life Planning
b. Inventory - What do I like to do?
What can I do?
What do I want to learn to do?
c. Who Am I and Where Am I going?

2nd day: Review of Previous day (brief)

Role Play: Let's get a job!
Interviewing
Planning an objective or goal - teams develop a task to be completed in session.

Please note this format will be timed and more fully described for our presessions and workshop dates.

Figure 20: Outline of Human Relations Workshop

Communication:

1. Warm-Up Exercises

2. Definition of Communication:
   a. break into small groups
   b. each group will have markers and paper
   c. each group will select a recorder

3. Break

4. Triad - Activity
   a. Recorder
   b. Receiver
   c. Reporter
      1. What do you like most about yourself?
      2. What do you expect from others?
      3. What are your anticipations from life?
      4. What are you contributing to help reach your desire?

5. Evaluation:

Figure 21: Sample Activity from Human Relations Workshop

Interpreting a Picture

Purpose: To determine and illustrate the relationship between fact and inferences in forming values.

Suggested Time: 40 - 45 minutes

Procedure:

1. Obtain set of study prints which elicit a value judgment. (Ex. children playing on monkey bars, excluding one child.)

2. Teacher may want to use several pictures and divide class into groups.

3. Teacher first asks groups to decide on five facts about the picture (explain what a fact is), then five inferences (explain meaning), finally two values (explain meaning).

   Fact: a true statement observable by all
   Inference: conclusion based on fact
   Value: a "should" or "should not" statement giving a personal opinion

4. Each group takes turns in explaining each category.

Materials Needed: None

Variations:

This activity could also be used to improve group awareness and decision-making because the group must come to a consensus on fact and inferences.

Make sure in discussion that students know the distinction between fact/inference/opinion because this will be helpful in paragraph writing and debating.

Make sure all the values are accepted. Teacher should not say that a value is wrong but he/she could ask student to clarify or explain his value.

Basis Sources: Adapted from Institute for Humanistic Education

Teacher's Evaluation: Suggested for further use.

Figure 22: Sample Activity from Human Relations Workshop

Personal Feelings

Purpose: To share personal feelings with others and to gain a greater understanding of other members' feelings and experiences.

Suggested Time: 20 minutes

Procedure:

1. Divide the class into groups of six members.

2. Read the first five sentence fragments from the list below to students. The students complete each fragment. When they have completed five sentences, they discuss their responses with group members.

3. The fragments are:

    1. When I enter a new group, I
    2. When a group starts
    3. When people first meet me
    4. When I'm in a new group
    5. When people remain silent
    6. When someone does all the talking
    7. I feel good when a leader
    8. I feel terrible when the leader
    9. I feel afraid when
    10. In a group I am most afraid of
    11. When someone's feeling are hurt, I
    12. I am hurt most easily when someone
    13. I feel loneliness in a group when
    14. Those who really know me think
    15. I feel closest to others when
    16. I am saddest when
    17. I trust those who
    18. People like me when
    19. Love is
    20. I feel loved most when
    21. If I could do it all over again, I
    22. My greatest strength is
    23. I could be
    24. I am

Materials Needed: pencil, paper

Variation: This could be a bulletin board idea.

Basic Source: Handbook of Interpersonal Communication Skills

Teacher's Evaluation: Suggestions for Further Use:

APPENDIX B


Figure 1. Rationale for Social Studies Programs of Anne Arundel County Public Schools, "A Conceptual Approach", K-12, Curriculum Guide. Level IV, October 1973.

Figure 2. Anne Arundel County Course Objectives for American History, Part A.

Figure 3. Suggested Units and Possible Themes as Outlined in Anne Arundel County Curriculum Guide for American History, Part A.

Figure 4. Suggested Materials for Teaching a Unit of Foreign Affairs on the Theme "America Goes to War."

Figure 5. My Course Outlines for PRIDE American History, Part A.

Figure 6. Sample of Student Attitude Survey.

Figure 7. PRIDE Pre-test. Gathering Material.

Figure 8. PRIDE Pre-test. Using Common References.

Figure 9. PRIDE Pre-test. Vocabulary.

Figure 10. PRIDE Pre-test. Reading Comprehension.

Figure 11. PRIDE Pre-test. Map Reading.

Figure 12. PRIDE Pre-test. Graph Interpretation A.

Figure 13. Map Unit.

Figure 14. Using Teacher Aides and Sample of Audio-Visual Materials for Poor Readers.

Figure 15. Research in Reading.

Figure 16. Testbook Readability.

Figure 1. Rational for Social Studies Programs of Anne Arundel County Public Schools

RATIONALE

The Anne Arundel County Social Studies Program is a kindergarten through 12th grade program organized around concepts. The major goal of the program is to help students learn to deal with personal, social, and civic situations. It utilizes principles of individualized learning to accommodate student achievement at different rates and stages of proficiency. Units of study which facilitate teaching the selected social studies concepts have been suggested to help give direction to the planning of learning activities in the classroom. The widest possible variety of teaching strategies should be used at all levels.

The expanding knowledge base and the global nature of man's present existence demand a new emphasis on the processes associated with valuing, learning and utilizing knowledge. No one can learn all the content available today, but a student who can use the processes effectively can continue to be a self-directing learner who is able to form and refine his own concepts. Concepts rather than facts are the desired outcomes because concepts can be more widely applied to this vast body of knowledge.

Using processes effectively requires skills which are introduced at different levels throughout the K-12 program and practiced until they are mastered and refined. These skills are practiced in content areas which emphasize social studies concepts. The conceptual structure, which draws from all fields comprising social studies, keeps the content of the suggested units from becoming the point of emphasis and subordinates it to the concepts and processes.

Questions concerning the Social Studies Program should be directed to:

William Hunter Shannon, Coordinator of Social Studies
Anne Arundel County Public Schools
Annapolis, Maryland 21401

Figure 2. County Course Objectives for American History

200 Survey of the American Past -A — Level IV

This course presents the development of America's stated goals of democracy and equality for all. Changes and realignments of power, both foreign and domestic, will be examined. Recurring conflicts connected with these power shifts and related to basic value differences will also be investigated. While the entire span of America's historical past is acceptable content for this course, special emphasis will be given to the twentieth century.

Required Performance Objectives

| | |
|---|---|
| 1A Power/Change | The student will evaluate the changes in power of individuals, groups, or institutions and project the implications for society. |
| 1D Power/Valuing | The student will analyze the power of the same organization or group at different times or in different societies to recognize and state how the predominant values in each case affected the use of power. |
| 1E Power/Utilization | The student will compare the relative power of selected states of the world to demonstrate how each uses power to control resources and project which states will have the most power to control the utilization of resources in the future. |
| 2B Conflict/Interaction | The student will analyze conflicts to discover the factors which lead to constructive action. |
| 2D Conflict/Valuing | The student will critically examine his and society's values concerning conflict resolution and formulate plans to deal with any differences that exist. |
| 3A Interdependence/Change | The student will analyze changes which a nation has made in its dealings with other nations and evaluate the effects of these changes. |
| 5B Individual Differences/Interaction | The student will evaluate how non-conforming individuals bring about changes in the behavior of other people in society. |
| 8A Institutions/Change | The student will assess the types of changes that institutions undergo and evaluate the implications of these changes for the future of these institutions. |

200 Survey of the American Past -A Level IV

| Suggested Units | Possible Themes | Performance Objectives |
|---|---|---|
| I. Politics | | |
| In theme one, the student examines the continual shifting of power among the three branches of the federal government. In "Participatory Democracy" the student investigates the influence of citizen groups in the growth of democracy in our country and the extension of that democracy to include an ever-widening number of those citizens. In "The Bill of Rights" the student considers the ideas contained in that document and the continuing struggle of Americans to make theory become reality. | Shifts in Power and Leadership | 1A, 8A |
| | Participatory Democracy: Growth and Action | 1D, 2B, 5B |
| | The Bill of Rights: A Constant Struggle | 2B, 5B |
| II. Foreign Affairs | | |
| In this unit the student examines the historical relationships of America to the rest of the world. In theme one, the students consider economic and diplomatic efforts to aid and control other parts of the world. Theme two includes major alliances, changes in our allies, and the depths of our involvements. Efforts of Americans to pursue a policy of neutrality and isolationism will also be investigated. Theme three considers the reasons for America's involvement in foreign wars and the results of those wars. | The Dollar, Diplomacy and Imperialism | 1E |
| | America Goes to War | 1D, 2D |
| | Changing Alliances | 3A |
| III. American Values | | |
| In this unit the student investigates American values from a broad historical perspective. The first theme will include considerations about what most Americans believe and how those broadly-based beliefs have undergone changes during certain periods of our history. Included in this theme will be a study of various expressions of these common values in American arts and literature. In theme two, the student investigates the values of important groups and the challenges they have presented to the dominant American values. | Middle America | 1A, 2D |
| | The Challengers and Extremists | 2B, 2D, 5B |

on Theme "America Goes to War"

200 Survey of the American Past A

Level IV

Unit II: Foreign Affairs
Theme: America Goes to War

| Performance Objective | Media | Author | Date | Title | Company | References |
|---|---|---|---|---|---|---|
| 1D Power/Valuing | TXT | Holt Social Studies Curriculum | 1971 | A New History of the U.S. | HRAW | Chap. 7, pp. 173-178 |
| | TXT | Gross and Michaelis | 1971 | Perspectives in U.S. History (Paperback-"American Foreign Affairs") | FEP<br>FEP | Chap. 13-16<br>Chap. 1-4 |
| | TXT | Ernest R. May | 1964 | From Imperialism to Isolationism | MACM | All |
| | TXT | Robert E. Burns | 1973 | 20th Century America | GINN | Sections 1, 5, 10, 11, 12, 15 |
| | TXT | Dorothy S. Arnof | 1968 | A Sense of the Past | MACM | Chap. 2, 3, 8, 19, 23, 29, 30 |
| 2D Conflict/Valuing | TXT | Holt Social Studies Curriculum | 1971 | A New History of the United States | HRAW | Chap. 27, pp. 182 |
| | S-FS | | | United States as a World Leader | EDAUD | Chap. 13, 14, pp. 316-366 |
| | TXT | Gross and Michaelis | 1971 | Perspectives in U.S. History (Paperback-"American Foreign Affairs") | FEP<br>FEP | Chap. 13-16<br>Chap. 1-4 |
| | TXT | Warren W. Hassler, Jr. | 1971 | The President as Commander-In-Chief | AWPC | All |
| | TXT | Ernest R. May | 1964 | From Imperialism to Isolationism | MACM | All |
| | TXT | The Shaping of America Program | 1972 | Encounters With America's History | HRAW | Section 5 |

Figure 5. Course Outline for PRIDE American History.

American Past (Part A)
Fall 1975
Outline and Calendar

September 4 Opening and Pre-Test

8 Pre-Test
POLITICS---The Colonial Period
3(1-2); 5-2
6527 New Foundland

15 The Critical Period
6(1-2)
6390 The American Revolution, Part I
6391 The American Revolution, Part II

22 The Jefferson Administration
11-3, 12-1
5156 Thomas Jefferson
5144 United States Expansion: Louisiana Purchase

29 Andrew Jackson and the Common Man
15-1, 18-2, 14-3
6190 The Jackson Years
6189 The Jackson Years

October 6 The Civil War
19(1-2)
5188 True Story of the Civil War

13 Reconstruction
20(1-2)
6483 The Civil War: Reconstruction

20 The Gilded Age
23-1,24-1
5093 United States Expansion: Settling the West

27 The Progressive Movement
24(2-3)
5125 Woodrow Wilson

November 3 The Fair Deal
34-1, 11-2
6205 Truman and the Korean War
6206 Truman and the Use of Power

10 The War of 1812---FOREIGN POLICY
12-2, 13(1-2)
5094 The War of 1812

17 Mexican War
16-1, 25-1
6530 Domesticating the Wilderness
6349 The Siege of the Alamo

24 Spanish-American War
25(2-3)
5321 United States Expansion: Over seas, 1893-1917

December 1 New Deal and Latin America
26(1-2)
6045 South America

| | | |
|---|---|---|
| December 8 | World War I: Background<br>27(1-2)<br>5477 The Great War, Part I<br>5100 WWI: A Documentary History | |
| 15 | World War I and After<br>28(1-2)<br>5163 Rise and Fall of Nazi Germany | |
| 22 | World War II<br>31(1-2)<br>5101 World War II: Prologue | |
| January 5 | World War II<br>32(1-2)<br>5785 Normandy: D-Day | |
| 12 | The Cold War Begins<br>33(1-2)<br>6534 The Arsenal | |
| 19 | The Cold War and the Present<br>38(1-3)<br>6084 Truman and the Atom Bomb<br>6085 Truman and the Cold War | |
| 26 | Post-Test and Final Examination | |
| Values | | |
| September 15 | 2-1 | Vocabulary |
| 29 | 14-3, 5769 Reading and Critical Thinking | |
| October 13 | 15-2 | Reference Skills |
| 27 | 16-2 | |
| November 10 | 23-2, 5789 The Language of Maps | Maps |
| 24 | 29-1 | |
| December 8 | 34-2 | Graphs |
| 15 | 37-2 | |
| January 12 | 37-3 | Comprehension |

Figure 6. Sample of Student Attitude Survey

Name _____ Present Address _____

Birthdate _____ _____

Father's Name _____ Father's Occupation _____

Mother's Name _____ Mother's Occupation _____

Phone number _____ Number of Children in Family ____ Boys ____ Girls __

Attitude Survey

1. I usually read about (A) 0-7 hours a week, (B) 8-14 hours a week, (C) 15 or more hours a week outside of school time.
2. Generally, I find reading (A) boring, (B) exciting, (C) it's O.K., (D) fun.
3. I read the newspaper (A) daily, (B) occasionally, 3 to 5 times a week, (C) seldom.
4. Which newspaper does your family subscribe to? _____
5. I read magazines (A) daily, (B) occasionally, once a week, (C) seldom, once a month.
6. Which magazines do you read? _____, _____, _____, _____
7. My parents read (A) daily, (B) occasionally, 3 to 5 times a week, (C) seldom.
8. My friends read (A) daily, (B) occasionally, 3 to 5 times a week, (C) seldom.
9. I watch television (A) daily, 3 to 5 hours a day, (B) occasionally, 3 to 5 hours a week, (C) seldom.
10. I listen to the radio (A) daily, 1 to 5 hours a day, (B) occasionally, 1 to 5 hours a week, (C) seldom.
11. I think school (A) stinks, (B) is O.K., (C) is fun, (D) is a place to learn.
12. I think studying (A) stinks, (B) is O.K., (C) is fun, (D) is necessary.
13. I study (A) 0 to 1 hour a day, (B) 1 to 2 hours a day, (C) more than three hours a day.
14. Over the years, I think teachers that I have had (A) were mean, (B) didn't care about me, (C) were good teachers, (D) were bad teachers.
15. Over the years, I think that most of my classmates (A) didn't care about me as a person, (B) were O.K., (C) were nice people, (D) were only interested in themselves.
16. Most of my friends (A) like school, (B) dislike school, (C) think that school is O.K., (D) would like to drop out of school.
17. I am happy (A) most of the time, (B) occasionally, (C) seldom.
18. It is hard for me (A) to make up my mind most of the time, (B) occasionally, (C) seldom.
19. Right now (A) I know what I want to be in life, (B) I don't know what I want to do with my life, (C) I haven't given it much thought.
20. I spell (A) fairly well, (B) o.K., (C) with difficulty.
21. People can usually depend on me (A) most of the time, (B) occasionally, (C) seldom.
22. I am pretty good at working with other people (A) most of the time, (B) occasionally, (C) seldom.
23. I have trouble controlling my temper (A) most of the time, (B) occasionally, (C) seldom.
24. Most people (A) like me, (B) think I'm a pain, (C) probably don't care one way or the other.
25. One word that best describes me _____.

Figure 7. PRIDE Pre-test. Gathering Material. Drawn from Horace T. Morse and George H. McCune, Selected Items for the Testing of Study Skills and Critical Thinking (Washington, D.C.: National Council for the Social Studies, 1971), Bulletin 15, pages 37-38.

Part I Getting materials. Place the number of the option which most correctly completes each of the following statements in the space provided. (10 points). Use the answer sheet that is provided for you.

1. To locate the page in a text that gives information about Andrew Jackson's inauguration of 1828, one should use the (A) bibliography, (B) appendix, (C) index, (D) table of contents, (E) preface.

2. The appendix will usually be found in which part of a book? (A) before the preface, (B) back, (C) middle, (D) front, (E) after the title page.

3. The part of a textbook which contains copies of documents, lists of presidents, etc. is called the (A) glossary, (B) index, (C) preface, (D) table of contents, (E) appendix.

4. To determine whether an American history book contains a chapter titled "The American Revolution" one should (A) read the index, (B) go through the book page by page, (C) read the summaries, (D) read the table of contents, (E) read the preface.

5. A list of references is called the (A) bibliography, (B) autobiography, (C) biography, (D) encyclopedia, (E) appendix.

6. For a brief account of the life of President Washington one should use the (A) atlas, (B) World Almanac, (C) Who's Who in America, (D) Reader's Guide, (E) Periodical Literature, (F) encyclopedia.

7. To compare the state government with the national government means to (A) select items which show the difference and likenesses between state and national government, (B) select items that will show only the likenesses, (C) select items that will bring out the qualities of state and national government, (D) describe each, (E) discuss each.

8. If you were using a reference book on American History, and wanted to find out quickly whether or not it told about the assassination of Martin Luther King, which of the following would be best to do? (A) look in the introduction, (B) leaf through the book quickly page by page, (C) check the section or margin headings, (D) look in the index, (E) skim through the preface.

9. If you wanted to find out an author's purpose in writing his book, you would most likely find it in the (A) table of contents, (B) epilogue, (C) section or margin headings, (D) index, (E) preface.

10. The year in which an American book was published usually can be most easily found out from the (A) printer's date inside the cover, (B) copyright date, (C) sub-heading on the title page, (D) heading in the index, (E) preface.

Figure 8. PRIDE Pre-test. Using Common References. Drawn from Morse and McCune, Study Skills and Critical Thinking, pages 36-37.

Part II Using Common References. Indicate whether you could find the answers, by placing beside the number of the question the letter of the reference work in which you would be likely to find the answer most satisfactorily.
Example (E) 1. How many students are enrolled in American colleges and universities? The answer E refers to the World Almanac, a handbook of current information.

A. The Dictionary
B. An Atlas
C. Your History Book
D. An Encyclopedia
E. The World Almanac
F. Official State Government Handbook
G. A Book of American Biography
H. The local newspaper

11. How does North America compare in size with Africa?

12. Who is the chief justice of your state supreme court?

13. How many persons were killed by autos last year?

14. What is the meaning of the word "democracy"?

15. Who is the governor of Maryland?

16. How much cotton was exported from the United States from 1960 to 1970?

17. Where was Patrick Henry, the Revolutionary orator, born?

18. Who won the battle of Breed's Hill?

19. What was the basic weekly diet for the British Army in Canada in 1761?

20. How long are the Rocky Mountains?

Figure 9. PRIDE Pre-test. Vocabulary. Drawn from Sidney Schwartz and John R. O'Connor, Exploring Our Nation's History, Teacher Guide.

34. Which action is best example of sabotage? (A) Registering falsely as a citizen of the United States (B) Spreading false lies about the leaders of this country (C) Secretly planting explosives in a steel plant in order to destroy it.

35. One example of the frontier in American life today would be a (A) new airline between Chicago and New Orleans (B) project to make use of the ocean for food and minerals (C) skyscraper in New York City taller than any built so far.

36. To be neutral in time of war is to: (A) ship goods to only one side in the war (B) sell war materials to both sides (C) avoid taking sides in the war.

37. A Depression is a time when (A) business is bad and many people are out of work (B) people are angry with one another (C) people dislike their government.

Figure 10. PRIDE Pre-test. Reading Comprehension. Drawn from Morse and McCune, Study Skills and Critical Thinking, page 59.

Part VIII. Reading. Read the following paragraph:

Women had more freedom of action and more chance to take part in life outside the home than in England. Colonial laws gave them more protection. In England, for instance, the common law allowed a husband to beat his wife with "any reasonable instrument;" according to Massachusetts law, he could beat her only in self-defense. Widespread home manufacturing allow[illegible]ives as well as their husbands to learn trades. In the south the mistress of a plantation was full partner in directing the working force. When seafaring New England husbands left their wives, sometimes for years at a time, women were successful as merchants or storekeepers. Still other women wer printers, newspaper publishers, druggists, and doctors.

22. Choose the main idea from the paragraph above.
(A) Colonial women experienced greater freedom of action than English women (B) All colonial women worked outside the home (C) Colonial women were better education than English women.

Figure 11. PRIDE Pre-test. Map Reading. Drawn from You and Your World

The map at the right shows Lebanon and the nattuons around it. Match the letter of each place with one of the description in the list below.

| | | |
|---|---|---|
| A. Baalbek | E. Jordan | H. Syria |
| B. Beirut | F. Lebanon | I. Tel Aviv |
| C. Damascus | G. Mediterranean Sea | J. Tripoli |
| D. Israel | | K. Tyre |

52. This city is in the eastern part of Lebannon near the border with Syria.

53. This city is the Capital of Syria and is not far from Lebanon's eastern border.

54. This nation is directly south of Lebanon.

55. This nation is south of Syria and does not share a border with Lebanon.

56. This nation is both east and north of Lebanon.

57. This large city is a seaport in the northern part Lebanon.

58. This city is a seaport, and it is also the capital of Lebanon.

59. This large body of water is the western border of Lebanon.

60. This city is a seaport in the southern part of Lebanon.

61. This large city is a seaport in the southern part of Lebanon.

62. This nation contains the cities of Tripoli, Baalbek, Tyre, and Beirut.

63. This large body of water is the western border of Israel.

Figure 12. PRIDE Pre-test. Graph Interpretation. Drawn from Schwartz and O'Connor Exploring Our Nation's History, (New York, Globe Book Company, 1969), Teacher's Guide, page 47.

A.

**Tell whether these statements are True or False. (T or F)**

9. From 1790 through 1900, most people in the United States lived in rural areas.

10. The population of the United States in 1850 was more than double the population in 1800.

11. The number of people living in urban areas (cities) in 1850 was about 10 million.

12 The total population of the United States in 1880 was about 40 million.

13. The number of people living in cities in 1900 was at least twice the number of people living in the cities in 1870.

B.

Read each of the following statements. If a statement is true, according to the graph, draw a circle around the letter T at the right. If it is false, draw a circle around the letter F.

| | | | |
|---|---|---|---|
| 1. | More water was used in the year 1940 than was used in any other year of the present century. | T | F |
| 2. | The average dail yuse of water was less in 1900 than it was in 1920. | T | F |
| 3. | In 1950, approximately 200 billion gallons of water were used every day. | T | F |
| 4. | More than twice as much water was used daily in 1920 as was used in 1930. | T | F |
| 5. | The average daily use of water doubled in the decade from 1940 to 1950. | T | F |
| 6. | The average daily use of water more than tripled in the half-century from 1900 to 1950. | T | F |

Figure 13. Map Unit.

Maps

I. Introduction to Geographical Dictionary---Transparency
Work Sheet "Find Out About Places"

II. Map---Geographical Terms
Vocabulary 50 words from airport to Woods

III. The Atlas---Transparency
- A. Physical Map
  - 1. Maryland Transparency
    - a. Population
    - b. Rainfall
  - 2. Regions of the United States
    - a. Mountains
    - b. Waterways
    - c. Population Destiny
    - d. Growing Season
    - e. Products
- B. Political Map
  - 1. Maryland Transparency
    - a. counties

IV. Handouts
- A. Learn from Maps
- B. Read a Table and Graph---Transparency

V. Map---S100GV Global Views and Map Symbols
- A. Importance Anartic Expeditions
- B. Rainfall in Asia
- C. Standard Time Zones

VI. The Language of Maps #5789---Movie, 30 minutes. A demonstration teacher and pupil teams observe and classify classroom objects and represent them on a map. The movie explains the concepts of simple symbols, coordinates, and spatial relationships.

VII. Handouts---How to Read a Map---8 exercises

VIII. Textbook---Exploring our Nation's History
- A. p. 590 Graph Union Membership The Fair Deal
- B. p. 214 Map---War of 1812, The War of 1812
- C. p. 271 Map---Expansion of the United States, The Mexican War
- D. p. 435 Map---United States Pacific Possessions in 1900
- E. p. 441 Map---Spanish American War

Figure 14. Using Teacher's Aides and Sample of Audio-Visual Assignments for Poor Readers.

Library Lesson
The Changing Role of Women
Microfilm and Filmstrip

From Christian Century, "I Didn't Raise My Girl to Be A Soldier", October 25, 1972, 89:1056-8.

1. Name 5 groups of antifeminists who were opposed to the ERA in 1972. (do not abbreviate)

2. List 4 benefits of the ERA.

From N.Y. Times, May 22, 1935. 16:1 "Jane Addams, a Foe of War and Need". 1:7 "Jane Adams Dies in Her 75th Year"

1. When did Jane Addams die?

2. Where was Hull House located and what was it?

3. What significant award did she receive?

4. What wer at least 3 causes for which she worked?

From "The Changing Role of Women" Kit 301.41

1. How has money affected women becoming liberated?

2. What is a women's place in the job market today?

3. What do women want in the following areas?
   a. child care
   b. employment opportunities
   c. politics

4. What is it about the way children are raised that tends to keep men and women in traditional roles and places in life?

5. What is it about the way school books in elementary years are written that has effected roles of men and women?

* * * * * * * * * * * * * * * *

Answer on separate paper. This work is due the day following your day in the library.

Figure 15. Research in Reading. Outline used in PTSO Meeting February 24, 1976.

Research in Reading

A. Who's Problem---Complex; multiplicity of causes
   Content vs. Reading Teachers

B. Characteristics---Range from poor to rich, generally poor
   1. Pupils background---Never Catches Up
   2. Health
   3. Personality Types
   4. Attitude Toward school, peers, and self
   5. Teacher Indifference and Lack of Training
   6. Dropouts and potential problems

C. What Can Be Done?
   1. Small Classes---15 or less
   2. Teacher-pupil relationship
   3. Indepth Problem and Program
   4. Improvement in High School?
   5. Early Identification
   6. 10th Grade---three classes---Social Studies, Reading, and English mandatory---You make it or you don't
   7. Elimination of Discipline problem and Distractions
   8. You Get What You Pay For

Figure 16. Readability. Drawn from Schwartz & O'Connor, Exploring Our Nation's History (New York, Globe Book Company, 1969), page 539.

A. The Beginning of World War II

The Axis dictators began their march of conquest when Japan seized Manchuria in 1931 (see page 491). A few years later Mussolini conquered the large African nation of Ethiopia. Soon afterwards Hitler annexed Germany's neighbors, Austria and Czechoslovakia (see map, page 555). The British and French, alarmed by Hitler's actions, warned him not to attack Poland. Nevertheless, he invaded that country in the fall of 1939. Great Britain and France then declared war on Germany. That was how the Second World War began.

Canada, Australia, and other former British colonies soon joined Great Britain and France in the war. Their side became known as the Allies or, later, the United Nations. Germany was supported by Italy and several smaller nations--Hungary, Rumania, Bulgaria, and Finland. The name "Axis Powers" was applied to all of them. The Soviet Union, which had signed an agreement with Hitler a few days before he invaded Poland, stayed neutral. But it gave raw materials and other aide to the Axis side.

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